Study Guide

K-2 The Big 5 Trainings

Module 4A—Advanced Vocabulary

OPTIONAL

PREFACE

This study guide is intended to help teachers get the maximum benefit from the five main modules (and three optional advanced modules) that make up the K-2 The Big Five PD Series. Its goal is to provide you with a deeper understanding of the scientifically based reading research (SBRR) contained within and to give you a clear concept of what these strategies look like when implemented in the classroom.

This guide can be used by the individual teacher completing the modules independently as well as by groups of teachers who might be using this professional development series as part of their Professional Learning Community (PLC) time on campus.

This guide discusses reading/language arts skills in great detail. However, it is important to state that these same skills apply across the entire curriculum. There is a lot of truth in the education adage that "All teachers are reading teachers." This does not mean that we expect content area teachers to be teaching lessons in parts of speech or giving spelling tests to their students. What is does mean that at the places where science/social studies/math/art/music/PE/health intersect with reading, both the content area and the reading teachers should work together to ensure that their students have the requisite reading "chops" that empowers them to succeed in the content areas. We will point out these areas of intersection and how this collaboration can take place to help all students succeed.
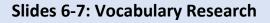
CROSS-CURRICULAR CONNECTIONS

Look for these icons throughout this guide. They indicate places where reading skills intersect with the rest of the curriculum. These will be stopping points where PLC members can discuss how the RLA and content teachers can work together.

Slides 6-7: Vocabulary Research

After reading the research findings on these pages, what stands out to you?

Slide 8: Which Words to Teach?

How many words do you think are in the English language? _____

Why might it be impossible to know how many words there are in English?

Slide 9: Which Words to Teach?

Isabel Beck and colleagues divided vocabulary into three tiers. Define each below and indicate which tier you should prioritize for vocabulary instruction in your classroom?

TIER 1

TIER 2

TIER 3

Slide 10: Proven Vocabulary Strategies

Research indicates that students need between 12 and 15 **MEANINGFUL** exposures to a new word for it to become part of their working lexicon. Diane August and Timothy Shanahan developed the following procedure for teaching vocabulary that is research-proven.

➢ **Say and write the word**

➢ **Provide a student-friendly definition**

➢ **Discus what students know about the word**

➢ **Give examples and non-examples**

➢ **Create sentences with the word**

➢ **Engage in extended discussions/activities with the word**

Slide 11: Student Friendly Definitions

Having students use dictionaries to find the definitions of words has its place, but it also has its limitations. Often dictionaries define words using even more complex vocabulary that confuses rather than clarifies word meaning.   Read the two definitions for QUARK found on this slide. Can you define what a QUARK is in your own words after having read either or both of these definitions? Write a brief explanation of the possible problems that can arise when students use dictionary defintions.

Slide 12: Student Friendly Definitions

Compare the definition on this slide to the ones on the previous slide. What makes this a better definition for the word quark?

Slide 13: Student Friendly Definitions

One great resource for student-friendly definitions is the Longman Dictionary of Contemporary English Online:

https://www.ldoceonline.com

You will often be able to come up with student-friendly definitions on your own. However, certain words may prove quite challenging. I these cases, we recommend referring to the above website. You don't have to use the definition provided verbatim…use it as a starting point for developing one your students will understand.

Slides 14-19: Deteriorate—Using the Proven Vocabulary Strategy

Walk through the "deteriorate" example shown on these slides. After looking at all of the slides, reflect below on introducing new vocabulary in this manner. What do you think of this approach? Will it help your students better learn new words? Why or why not?

Slide 20: Definitions

Why shouldn't teachers ask students ask student what they think a new vocabulary word means? What is a better strategy for introducing a new vocabulary word?

Slides 21-22: Cognates

Write your definition of a cognate below.

Remember, the English Learners in your classroom may not be aware of how they can leverage the vocabulary they bring from their native language to their classroom in the United States. Many Western European languages share the common roots of Latin and Greek, so languages are common in these languages. Point out these similarities to your students so they begin to look for them.

Here are a few examples from Spanish. Identify the English cognate of the following words:

industria =   anual =

termómetro =   fotosíntesis =

características =   oganismos =

común =   terminar =

debilitados =   tranquilo =

Slide 23: False Cognates

Be sure to warn students about false cognates…words that look like words in their native language, but which have totally different meanings in English. Inform students that if an apparent cognate doesn't make sense in context, it may be a false cognate. In these cases, students will need to apply other vocabulary strategies to determine the meaning of that new word.

Slides 24-27: Word Parts

On these slides, we walked through examples for "nov", "bi" and "less". In the space below, come up with at least once additional affix for each column and a few words you could use as examples to teacher your students the affix.

PREFIXES	ROOTS	SUFFIXES

Possible PREFIXES—uni (ONE), tri (THREE), multi (MANY) , in (NOT), inter (BETWEEN), dis, (NOT), anti (AGAINST), micro (TINY), re (AGAIN)

Possible ROOTS: script (WRITE), phobia (FEAR OF), audi (HEAR), dict,(SAY), port (CARRY)

Possible SUFFIXES: ist (ONE WHO), ance/ence (STATE OR QUALITY), al (PERTAINING TO), en (BECOME), tion (STATE OF BEING), ize (BECOME), ness (STATE OF BEING)

Slide 28: Depth of Meaning

Think about the word SET. Spend a few moments to think of as many meanings of the word set as you can. Jot your definitions below.

Slides 32-34: Graphic Organizers

Look at the examples of graphic organizers on these slides. How can you incorporate graphic organizers into your vocabulary instruction? Where can you find graphic organizers for use in your classroom?

Slide 35-37: Fast Mapping

We can help students better understand complex texts by interjecting simple definitions and explanations while reading. This is called fast mapping. See the example below. The fast-mapped definitions are in red.

Quarks are particles that are not only hard to see, but pretty much impossible to measure. These miniscule (teensy-tiny) particles are the basis of subatomic (smaller than an atom) particles called hadrons (such as protons, neutrons and electrons). With every discovery in this field of particle physics in the past 50 years, however, more questions arise (come up) about how quarks influence the universe's growth and ultimate fate.

Read through the passage above. How can using fast-mapping help you and your students?

Slide 37—Fast Mapping Practice

Fast map the words you think your students won't know. Use very brief definitions (one or a very few words) that you can interject after the target word that uses student-friendly terminology.

Ui f !Joufsofu!jt !ui f !x psm♣!n pt u!sf df ou!joopwbujwf !boe !

f ohbhjoh !jowf oujpo/!Ju!jt !bo!jodsfejcmf cf of gjdjbmuf di opmphz!

gps!t i bsjoh !l opx rfiehf /!Xjui !ui f !be wf ou!pg!ui f !joufsofu!ui f !

hmpcf !bqqf bst !up!i bwf !t i svol !jo!t j{f /!Xf !dbo!rfibso!x i bu!jt !

i bqqfojoh !bozx i f sf !jo!ui f !x psm!jo!b!n buuf s!pg!t f dpoet /!

Upebz-!n vdi !x psl !jt !i boerfie !ponjof !boe !ui jt !i f mqf e !vt !up!

t vswjwf !ui f !qboef n jd/!Xf !sf mn!po!ui f !joufsofu!up!t uvez-!qmbz!

hbn f t -!ps!kvt u!x budi !b!n pwjf /!Jg!zpv!bsf !x sjujoh !bcpvu!wjsuvbmm!

boz!upqjd-!ui f o!zpv!bsf !kvt u!b!dmjdl !bx bz!gspn !bmui f !sf mfiwbou!

jogpsn bujpo!zpv!offe /!Mppl joh !joup!ui f !hspx joh !efn boe !boe !

vujmjuz!pg!ui f !joufsofu!ui f !hpwf son f ou!i bt !efdjefe !up!qspwjef !

gsf f !joufsofu!dpoof dujpot !jo!qvcmjd!bsf bt /!Epvcumf t t mn-!t pdjfuz!

i bt !cf dpn f !dpn qmfifmz!ef qf oef ou!po!ui f !joufsofu!boe !opx !

x f !n vt u!cf !wf sz!dbsf gvmnp!qsf wf ou!beejdujpo!up!ju/
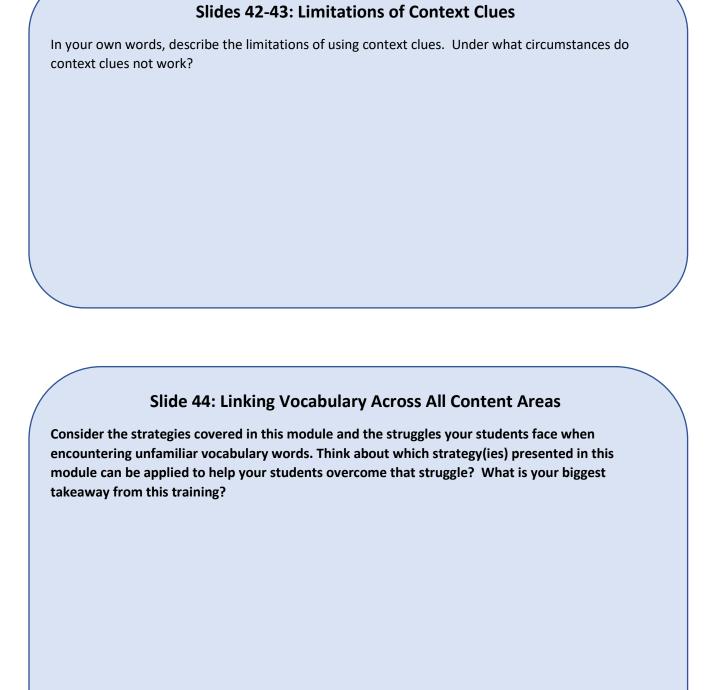
Slides 38-41: Context Clues

There are 4 common types of context clues:

1. **Definition/example clue**
2. **Synonym or restatement**
3. **Antonym**
4. **Inference**

Identify the type of context clue in each of the following sentences that would help your students identify unfamiliar vocabulary words. Identify the part of the passage that helped you determine the type of context clue.

1. The workers dug a thirty-inch-deep **trench** in the front yard, a long hole into

which they would later place the pipe.

2. While most of the students were in a great rush to finish, Susan's

lackadaisical attitude seemed completely out of place.

3. The doctors and nurses raced quickly around the **infirmary**, taking care of

the sick patients and helping people who had been injured.

4. The **foliage** was very beautiful; the leaves on the trees has turned to every

shade of yellow, orange, and red that you could imagine.

5. Many people decided to **evacuate** as the hurricane came near, but John's

family decided to stay.

Slides 42-43: Limitations of Context Clues

In your own words, describe the limitations of using context clues. Under what circumstances do context clues not work?

Slide 44: Linking Vocabulary Across All Content Areas

Consider the strategies covered in this module and the struggles your students face when encountering unfamiliar vocabulary words. Think about which strategy(ies) presented in this module can be applied to help your students overcome that struggle? What is your biggest takeaway from this training?

Slides 21-22: Cognates

Write your definition of a cognate below.

Remember, the English Learners in your classroom may not be aware of how they can leverage the vocabulary they bring from their native language to their classroom in the United States. Many Western European languages share the common roots of Latin and Greek, so languages are common in these languages. Point out these similarities to your students so they begin to look for them.

Here are a few examples from Spanish. Identify the English cognate of the following words:

industria = **industry**   anual = **annual**

termómetro = **thermometer**   fotosíntesis = **photosynthesis**

características = **characteristics**   oganismos = **organisms**

común = **common**   terminar = **terminate**

debilitados = **debilitated**   tranquilo = **tranquil**

Slides 38-41: Context Clues

1. **definition—"a long hole" is the definition of trench**.

2. **antonym**

3. **inference**

4. **synonym/restatement—leaves is a synonym of foliage**

5. **antonym**